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ABSTRACT

A study was conducted at Garland County Community College (GCCC) in Arkansas to determine the characteristics and reasons why students who enrolled in fall 1992, did not re-enroll in fall 1993. A total of 220 full-time and 290 part-time former students were selected randomly from the 1,371 non-returning students. Telephone interviews were completed with 190 students, including 40% of the full-time and 36% of the part-time students in the sample. Study findings included the following: (1) 30% of all non-returning students were between 18 and 21 years of age; (2) 75% had a grade point average above 2.0; (3) 51% received no financial assistance, and financial need was the most frequently mentioned obstacle to returning to GCCC by full-time students; (4) 77% worked while attending GCCC; (5) 58% had attended GCCC prior to fall 1992; (6) of the students who stated that GCCC was their first choice among colleges to attend, 54% were not enrolled in pre-college level classes; (7) 36% of the respondents enrolled at GCCC to obtain a degree, 32% to prepare for transfer, and 22% for skills enhancement; and (8) asked why they discontinued their education at GCCC, 49% cited "other" reasons than financial (17%), job (17%), and personal (15%) for not returning. The survey instrument and tables of study findings are attached. (KP)

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ED 369 462

GARLAND COUNTY COMMUNITY COLLEGE

NON-RETURNING STUDENT SURVEY

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GARLAND COUNTY COMMUNITY COLLEGE

NON-RETURNING STUDENT SURVEY

Report by
Susan Aldridge Cathey
Assistant to the President
and
Brad Moody
Director of Institutional Services
February 23, 1994

The following report is presented as a segment of Garland County Community College's overall Student Outcomes Assessment Plan developed by the Steering Committee for the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

Introduction:

This Student Outcomes Assessment project stems from the Garland County Community College Steering Committee for the North Central Association of Colleges and Schools Commission on Institutions of Higher Education. Committee members were appointed and charged to develop student outcomes assessment measurements following the guidelines set by North Central. The aim is to address attention areas identified by the institution in the June 1991 Self-Study for future planning purposes. The overall objective of which is to embrace quality and accountability in campus-based planning and fact-based decision-making to assure effective and efficient use of resources.

The results of this project may be taken into consideration by the administration, staff, faculty, and Board of Trustees in implementing measures for GCCC's commitment to continuous improvement.

The purpose of this on-going project is three-fold. First, this assessment measurement tool was developed in conjunction with the Student Outcomes Assessment Plan to be implemented in stages from 1993 through 1996 in preparation for the North Central Association focus visit to the GCCC campus in the Spring of 1996. This particular assessment is to be administered annually beginning in the Fall of 1993 through the Fall of 1995. Thereafter, it is to be administered biannually (Appendix A).

Second, results of some elements of this Student Outcomes Assessment Project will be reported to the Arkansas Department of Higher Education in compliance with the goals and objectives of the State Board of Higher Education's

Master Plan responsibility and implications for the future productivity funding program approved by the State Board of Higher Education January 28, 1994 (Appendix B).

Third, and finally, the results of this study may be examined to determine and implement strategies to identify those students considered "at risk" of not returning and to assist those students who may seek to re-enroll at GCCC at a later date. Ultimately, it may be utilized by the College to evaluate and implement ways to increase student retention and to improve services on the GCCC campus directly related to access, diversity, quality, productivity and accountability as described in the College mission statement (Appendix C).

Overview of Project:

This assessment effort included a review of survey instruments previously used by the College and discussion with College personnel to determine and examine any past efforts by the institution to study this particular segment of clientele. Although some studies have occurred within specialized programs such as Student Support Services, Supplemental Instructional Support, and the Learning Acceleration Center, primarily for grant funding purposes, no official surveys have been conducted specifically on non-returning students from the general College population. Again, while some limited research may have occurred periodically, there has been no structured method of gathering and recording data, or monitoring this group on a recurring basis.

The most recent information pertaining to non-returning students was disclosed by a counselor who examined the GPA's of students who enrolled in the Fall of 1989 but did not return for the Spring semester of 1990. The study

examined the percentage of non-returning students with a 2.0 GPA, and those with less that a 2.0 GPA. The results revealed that 62 percent of the non-returning students had a 2.0 GPA or better; 38 percent had less than a 2.0 GPA. The conclusion drawn from this analysis was that grades were not a factor for the 62 percent who did not return; grades may or may not have been a factor for the other 38 percent who did not return. No further information was considered in this particular study.

Methodology:

In determining the survey tool to be used, several existing instruments were examined. These included standardized forms such as those produced by The American College Testing Program, as well as, analysis of like institution's previously attempted research and findings.

This non-returning student survey was developed, after consultation with various College personnel, by the assistant to the president. The document (Appendix D) was reviewed and considered appropriate by the three deans, the president, and the director of institutional research. Since the College's current data base contains the information pertaining to questions 1 through 11, the interviewers began their inquiry with respondents with question number 12 of the survey.

Since mail surveys administered by the College in the past have resulted in a rather low response rate, a telephone survey was considered to be the most desirable in data gathering for this report. (Referenced research conducted by Ranchino Research, Inc., 1985; mail questionnaires resulted in a 12 percent return

rate which is within the usual rate of return for mail surveys--between 5 and 20 percent).

A total of 1,371 students enrolled in the Fall of 1992, but they did not re-enroll in the Fall of 1993. These figures reflect 492 full-time students and 879 part-time students. Students graduating in the Fall of 1992, and Spring and Summer of 1993, and employees of GCCC were not included in the non-returning student random sample for this survey.

The director of institutional services identified a random student sample for the 1,371 non-returning students to be contacted. An introductory letter was sent to each potential respondent from the president, explaining the intent of the telephone questionnaire and asking for their participation, a week or more in advance of the actual telephone inquiry. A sample of the introductory letter is found in Appendix E.

Three full-time secretarial support staff personnel, who relate to students regularly, were employed Monday through Thursday from 6:30 to 9:00 p.m. for approximately three weeks to conduct telephone interviews with these former students. During the day, a part-time secretary attempted follow-up telephone interviews with those individuals who could not be reached in the evening. (If the party to be interviewed was not available, the interviewers often left messages, or if students had moved, they asked for a forwarding address and mailed them a letter explaining the College's effort and survey to be completed and returned. Several students did return telephone calls as well as the mailed survey instruments). The survey was conducted between mid-October and mid-November, 1993.

A total of 220 full-time and 290 part-time former students were identified. The listing yielded an approximate 40 percent response from the full-time segment, and an approximate 36 percent response from those formerly enrolled part-time at GCCC. The project researcher, (assistant to the president) and the director of institutional services agreed that the numbers of respondent would yield accurate and valid data for the statistical analysis and conclusions.

Reporting the Results:

Two separate analyses are included in this report. First, the results of the **non-returning student survey** findings (190 respondents) are summarized and the tabular data for each question is found in Appendix F. The actual number of respondents for each question appears under the number of students in full-time and part-time categories. The results are also displayed in percentages by (1) overall percent of students, and (2) percent of students by status. Some of the questions will involve a different number of total responses since some questions had multiple response options, and since all questions were not answered by all of the respondents.

The second analysis reports the findings pertaining to the **overall non-returning student** population (1,371 non-returning students) questions 1 through 11. The results are summarized with the tabular data contained in Appendix G in like format of the survey report.

A careful examination of the complete tabular reports, both for the **survey** and the **overall** non-returning student population analysis, reveals a tremendous amount of statistical data. However, to facilitate a general overall understanding of the results, the following two analyses focus on the more important findings.

SUMMARY OF SIGNIFICANT FINDINGS FROM NON-RETURNING STUDENT SURVEY

A total of 1,371 students enrolled in the fall of 1992, but they did not return in the Fall of 1993. These figures reflect 492 full-time students and 879 part-time students. Students graduating in the Fall of 1992, and the Spring and Summer of 1993, and employees of GCCC were not included in the non-returning student population for the random sample for this survey. The director of institutional services identified a random student sample for the 1,371 non-returning student to be contacted. A total of 190 students responded to the survey. Ninety-six percent were white and four percent were minority. The majority of respondents, 79 percent, are Garland County residents.

- AGE

  The age range for the highest percentage (30 percent) of all non-returning students is 18-21 years. This group represents 54 percent of those previously enrolled full time and 11 percent of those enrolled part time. The second highest group of non-returners by age is in the 40-59 years category. This figure reflects 26 percent of the part-time enrollment, but only six percent of the full-time enrollment of non-returning students.

- GPA

  Seventy-five percent, both in full-time and part-time categories, had a GPA above a 2.0. The cumulative GPA for full-time students was 2.9, while the cumulative for part-time students was 3.4.

- FINANCIAL ASSISTANCE

  Fifty-one percent of the respondents received no financial assistance. Of obstacles reported in returning to GCCC financial need was most often mentioned by the full-time students, while the reason for part-time students not returning varied in the "other" category.

- EMPLOYMENT

  Seventy-seven percent of all of the respondents worked while attending college. Forty-one percent of the respondents worked 40 hours or more per week. In fact, 23 percent of the full-time students enrolled were also employed 40 hours or more per week.

- PAST/FUTURE ENROLLMENT

  Of the former students contacted for this survey, 58 percent had attended GCCC prior to the Fall of 1992. Sixty percent of the full-time students had enrolled on a previous occasion(s). At the time of this survey, 17 percent of these former students were attending another College. Fifty-eight percent said they plan to return to GCCC at some time in the future.

- FIRST CHOICE

  Of the students who stated that GCCC was their first choices among the colleges to attend, 54 percent were not enrolled in pre-college level classes. Twenty-eight percent who claimed GCCC as their first choice were enrolled in pre-college courses.

- **REASONS FOR ATTENDING GCCC**

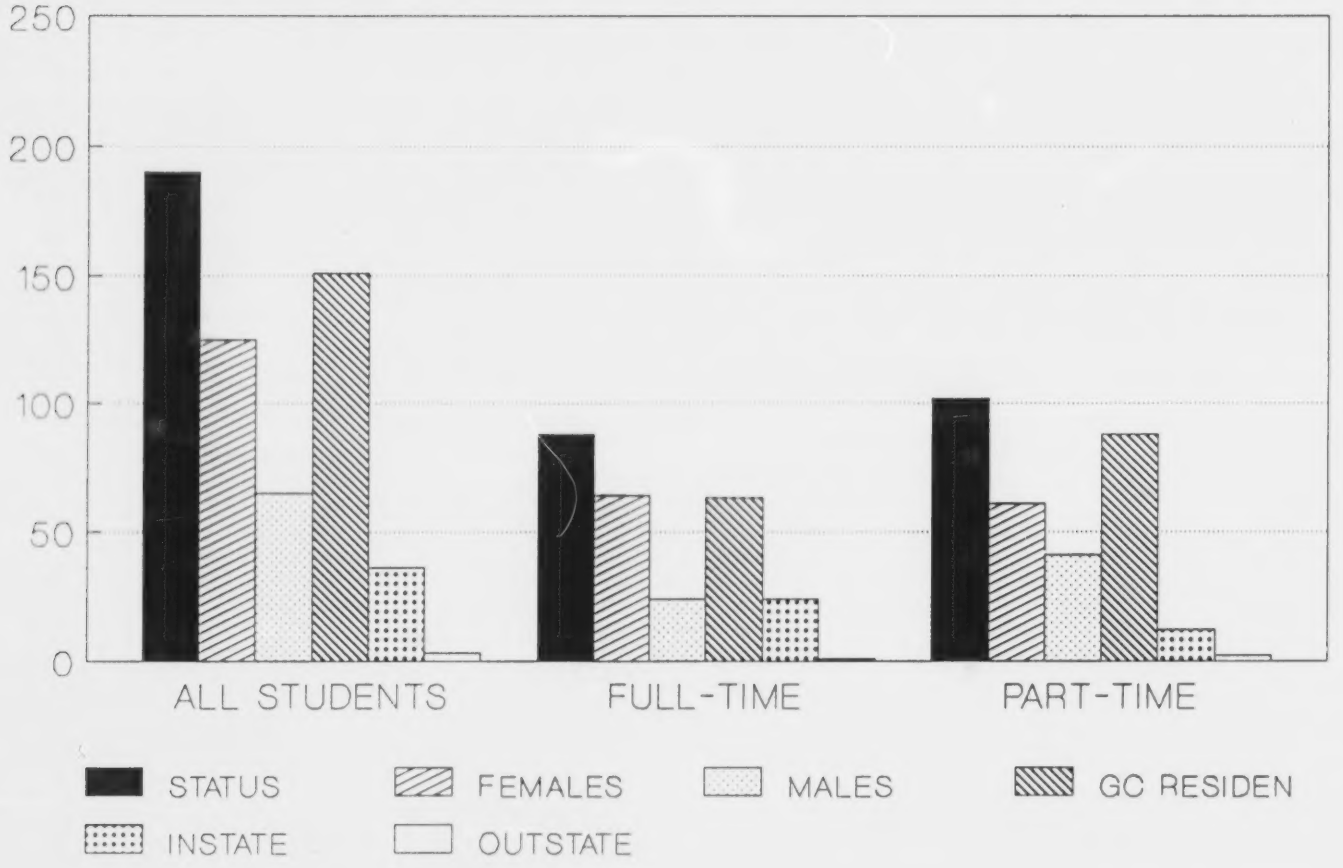
  The reasons given most often by all respondents, both full time and part time for enrolling at GCCC included:

  36 percent seeking a degree,

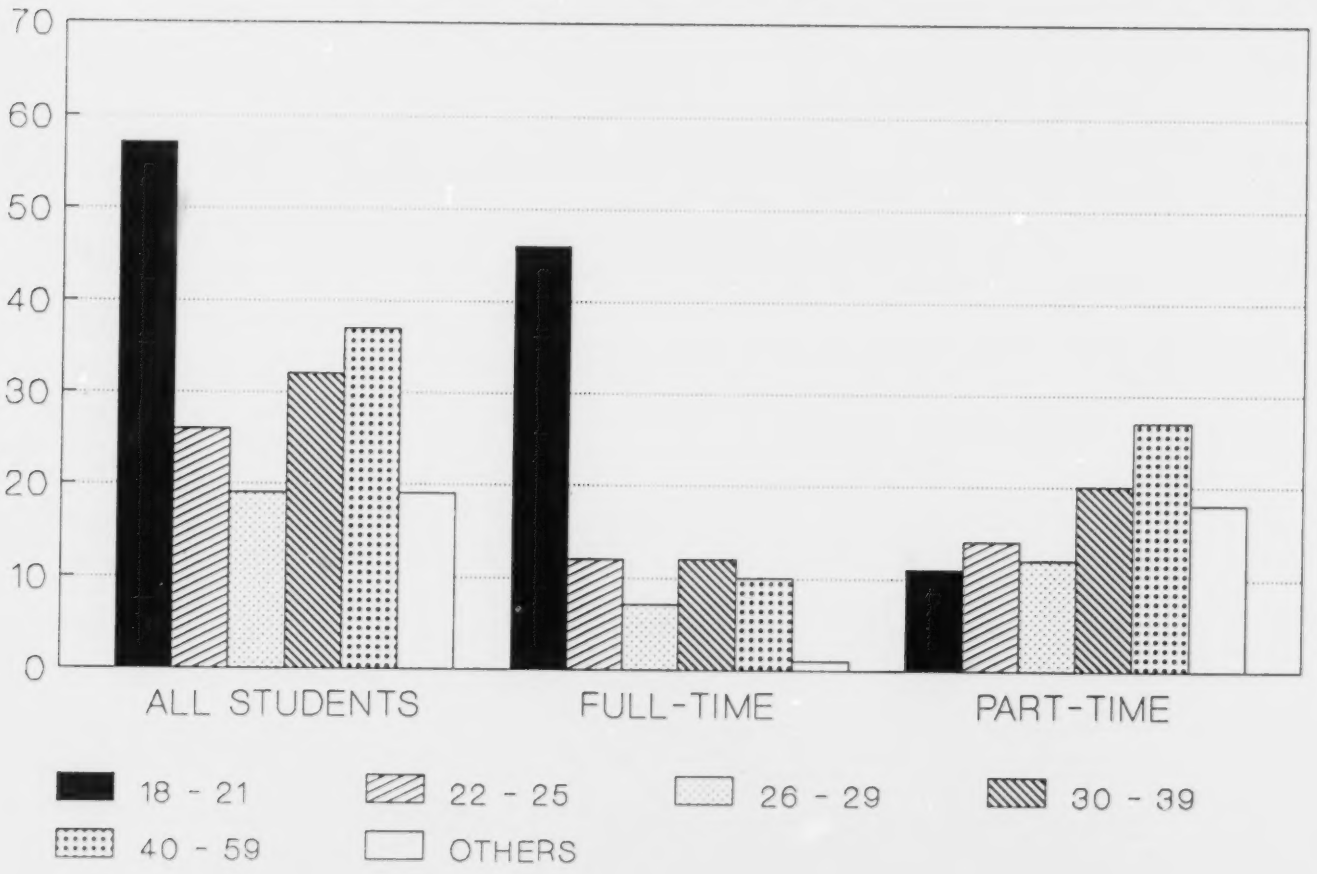
  32 percent preparing to transfer,

  22 percent for skills enhancement.

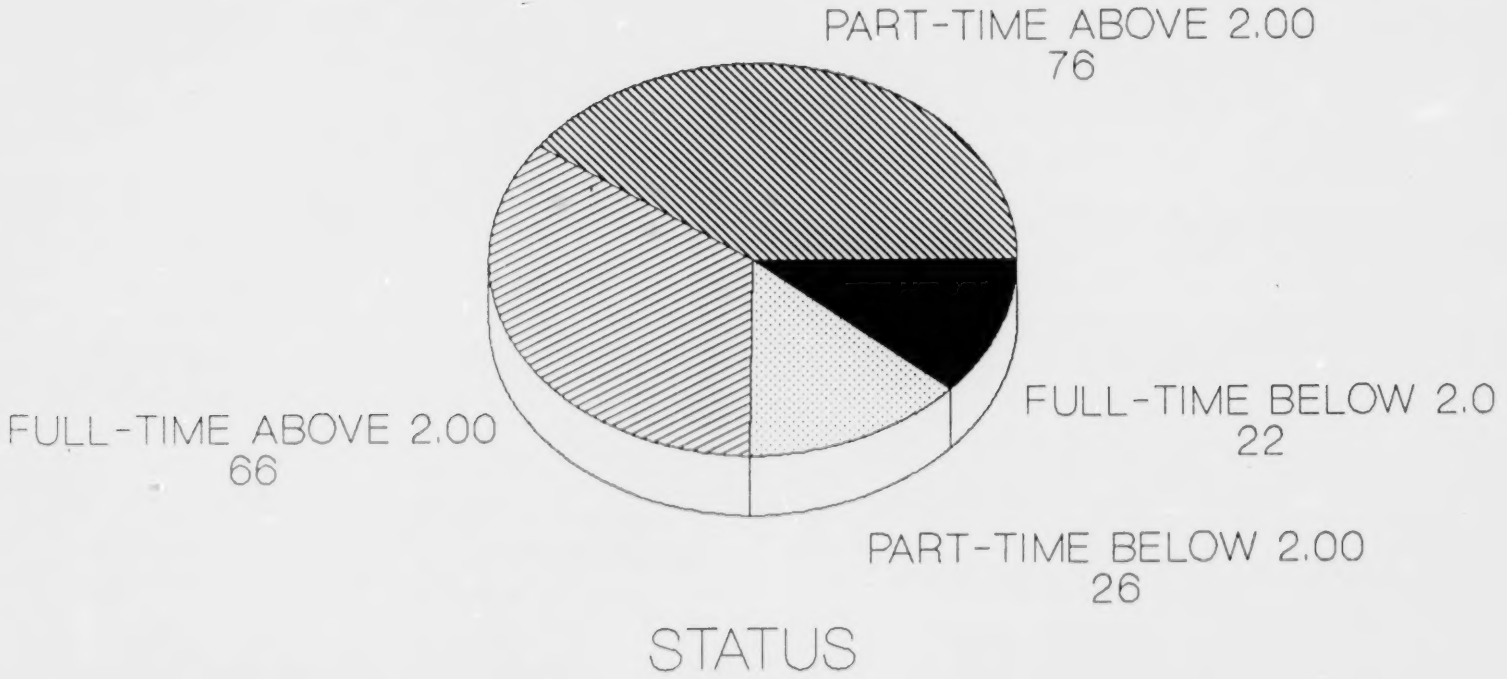
STUDENT SURVEY
STATUS, GENDER, RESIDENCY



STUDENT SURVEY
AGE GROUPING



STUDENT SURVEY
CUMGPA BY STATUS



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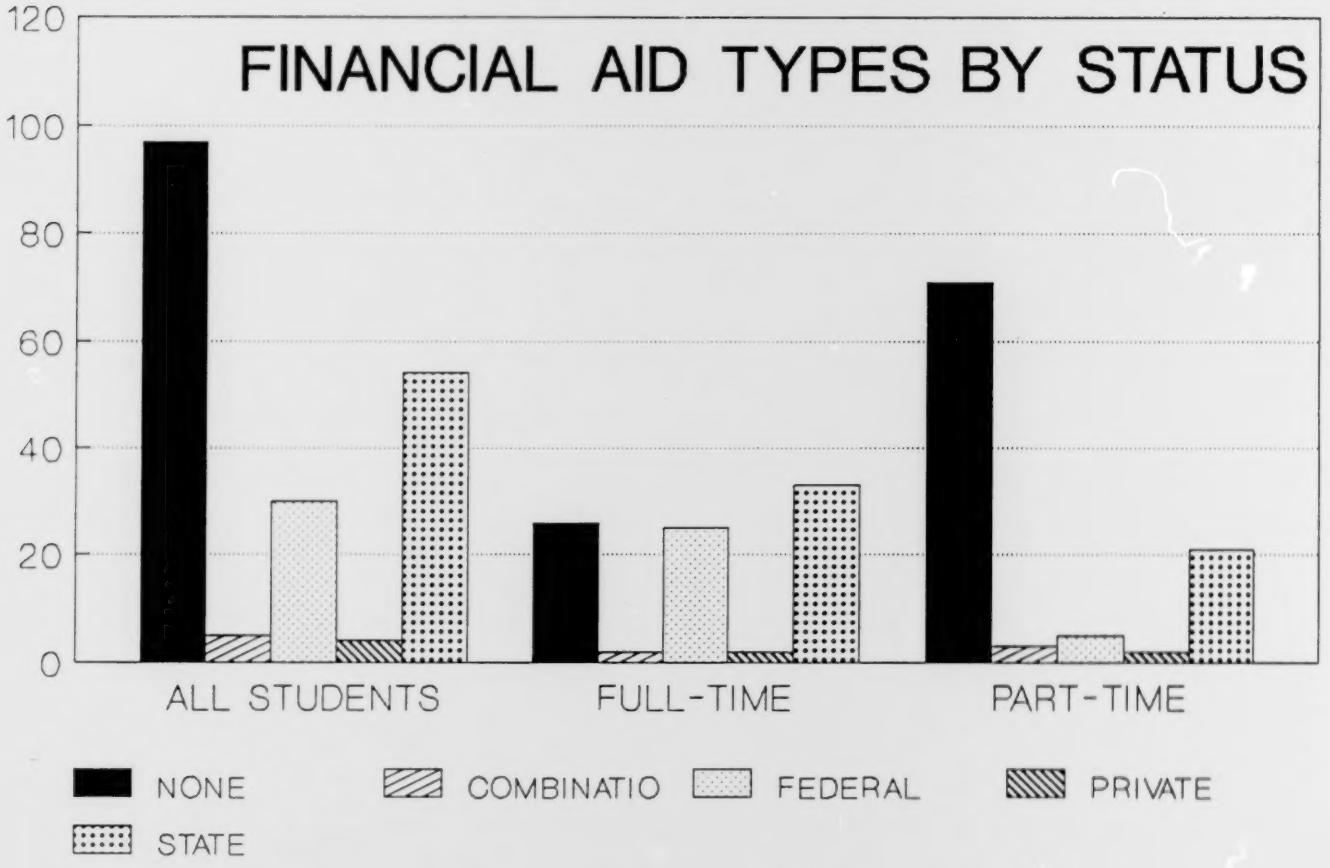
FINANCIAL AID RECEIPENTS



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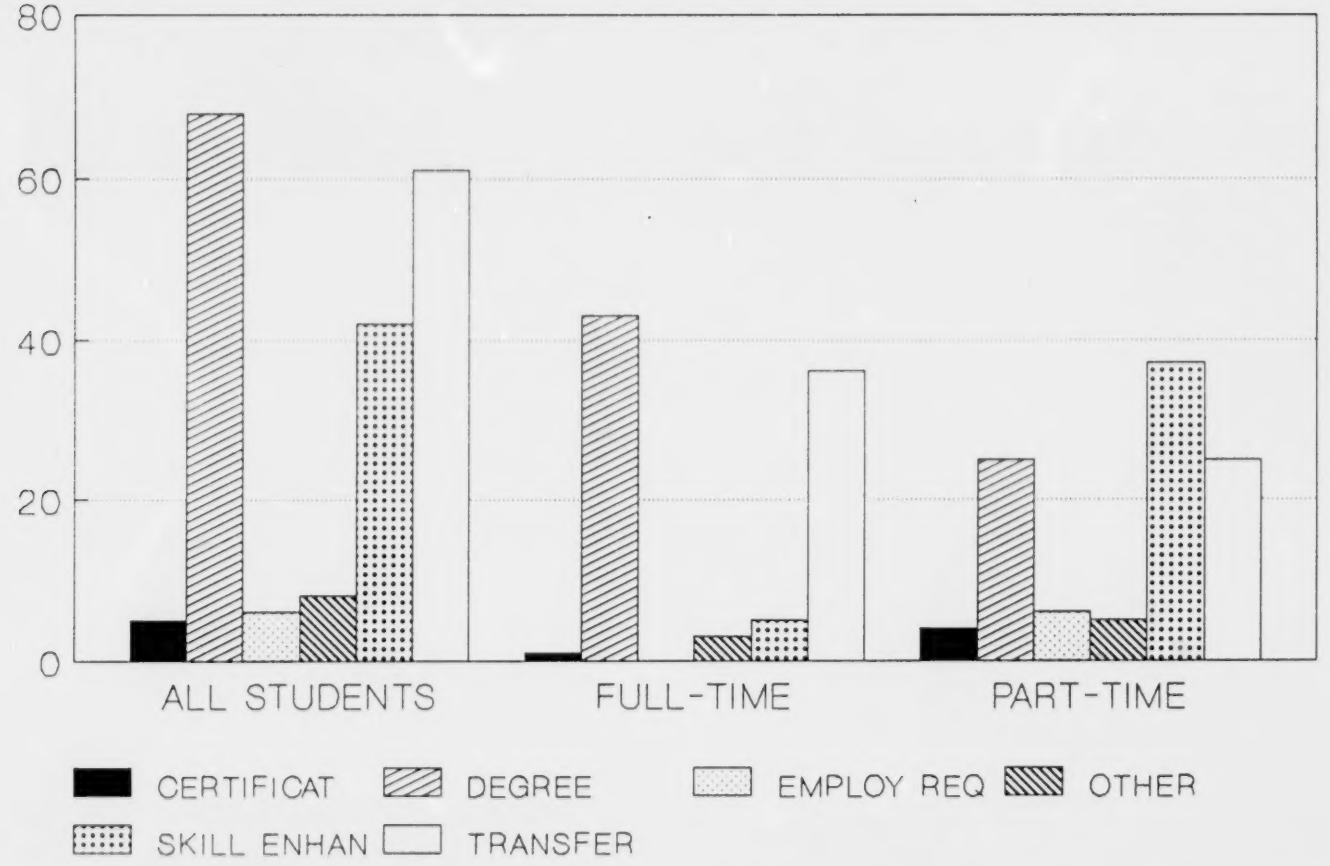
REASON ATTENDING GCCC



Analysis of Questions for Non-Returning Student Survey:

A total of 1,371 respondents to the non-returning student survey represents (88) 46 percent of all non-returning students were formerly enrolled full-time, while (102) 54 percent of all non-returning students were part-time students. Of all respondents (125) 66 percent were female and (65) 33 percent were male.

Of the full-time students responding, 73 percent were female and 27 percent were male.

Of the part-time students responding, 60 percent were female, and 40 percent were male.

The age range for the highest percentage (30 percent) of all non-returning students is 18-21 years. This group represents 54 percent of those previously enrolled full time, and 11 percent of those enrolled part time.

The second highest group of non-returners by age is in the 40-59 years category. This figure reflects 26 percent of the part-time enrollment, but only 6 percent of the full-time enrollment of non-returning students.

In both full-time and part-time categories, 75 percent had a GPA above a 2.0. In fact, the cumulative GPA of the 75 percent above the 2.0 was 3.197. Full-time students cumulative GPA was 2.932, while part-time students cumulative average was 3.427.

Of the respondents, 96 percent are white and 4 percent are minority. The majority, 79 percent, are Garland County residents, reflecting 33 percent full- time and 46 percent part-time enrollments.

Approximately one-half of all respondents (51 percent) received no financial assistance from the various financial aid programs available. For those that did

receive assistance, 28 percent received State Aide while 16 percent received assistance through Federal programs. More full-time students received financial assistance than part-time students.

Only 32 percent of the non-returning students were enrolled in pre-college level courses of some type. A majority of these former students (68 percent) were not enrolled in pre-college course work. More full-time students were enrolled in pre-college classes than part-time students.

Of the former students contacted for this survey, 58 percent had attended GCCC prior to the Fall of 1992, while 42 percent had not previously been enrolled. Sixty percent of the full-time students had enrolled on a previous occasion(s). Fifty-seven percent of the part-time students had previously attended.

At the time this survey was conducted, 17 percent of these former students were attending another College.

For students who said GCCC was their first choice of Colleges to attend, 54 percent were not enrolled in pre-college courses, while 28 percent of those indicating GCCC as a first choice were enrolled in pre-college level courses. Only 4 percent of the respondents who said GCCC was not their first choice, were enrolled in pre-college classes. Fourteen percent of those who stated GCCC was not their first choice were not enrolled in pre-college courses.

The reasons given most often by all respondents, both full-time and part-time, for enrolling at GCCC include:

36 percent seeking a degree,

32 percent preparing to transfer,

22 percent for skills enhancement.

(Additional reasons are cited in the tabular data section of Appendix F.)

In the full-time category, more students were seeking a degree or planning to transfer, 49 percent and 41 percent respectively. Skills enhancement accounted for only 6 percent in the full-time category. Conversely, in the part-time category, more students, 36 percent were seeking skill enhancement, while 24 percent each were seeking a degree or planning to transfer.

While 17 percent of those surveyed said they do not plan to re-enroll, 27 percent were undecided, and over one-half, 56 percent of those contacted said they plan to attend GCCC in the future. Of the former full-time students, 58 percent said they plan to return, while 55 percent of these previously enrolled part-time plan to attend in the future.

Seventy-seven percent of all the respondents worked either full-time or part-time while attending college. Forty-one percent of the respondents worked 40 hours or more, while 37 percent worked less than 40 hours. Twenty-three percent of the full-time students enrolled were also employed 40 hours or more per week. Forty-nine percent worked part time (the number of hours varied from 10 to 30). Of the part-time students responding, 57 percent were employed full time while attending college and 25 percent worked part time.

The reasons former students gave for not returning vary. A listing of responses to Question 17, "Why did you discontinue your College education here?" is found in the Appendix F. Almost one-half, 49 percent, cited "other" reasons than financial, 17 percent; job, 17 percent; personal, 15 percent. for not returning. "Other" reasons were cited more often in both full-time and part-time categories.

Thirty-three percent of the survey respondents enrolled full time were married. Sixty-four percent of those enrolled part time were married.

The question (number 20) pertaining to family support while attending college allowed for multiple responses including emotional, financial, personal, and other. Of all respondents, 86 percent indicted they received some form of family support. Most often cited was emotional support. A complete analysis of this question is included in Appendix F.

Of the survey respondents, in both the full-time and part-time categories, more students were aware of assistance provided through the Student Support Services Program. They were least aware of services available through the Supplemental Instructional Support Program. Although awareness of programs may be considered significant, actual participation in the various assistance programs was limited. The program providing the most assistance to survey respondents was the Learning Assistance Center. All respondents awareness of and actual participation in special assistance programs varied as follows:

Single Parent Homemaker Program: 54 percent were unaware of the program, while 46 percent were aware of the program. More full-time student, 65 percent were aware of this program than part-time students, 29 percent. However, only 2 percent of the respondents actually received some form of assistance from the Single Parent Homemaker Program.

JTPA (Job Training Partnership Act): One-half (50 percent) of the respondents were aware of this program while the other one-half (50 percent) were not aware of assistance through the JTPA program. More full-time students were aware of this program than part-time students, 67 percent and 34 percent

respectively. Four percent of the respondents received assistance from this program.

Supplemental Instructional Support Program: Sixty-five percent of all students responding said they were unaware of this program, 35 percent said they knew about the SIS program. Only one respondent received assistance through this program.

Student Support Services Program: Sixty-two percent of the overall respondents were familiar with the SSS program, 38 percent said they were unaware of the program. More full-time student, 80 percent were aware of the program than those previously enrolled part time, 47 percent. Six percent of all respondents received assistance through the Student Support Services Program.

Over one-half of the respondents, 54 percent were aware of help provided by the Learning Assistance Center, 46 percent of the former students were unfamiliar with this assistance program provided by the College. In the full-time category, 81 percent of the respondents had knowledge of the program, 67 percent of the part-time students were aware of this program. Eleven percent of the respondents received some help through the program.

Of the non-returning students surveyed, 75 percent including both full-time and part-time students, knew about tutorial services. Of those who knew about tutorial assistance only 15 percent of both full-time and part-time student respondents said they received assistance through tutorial.

For all students, the greatest obstacles for non-returning students varies. Full-time students cited financial assistance as the most important factor. Part-time students identified varied obstacles with "other" being the most prevalent category. Please refer to Appendix F for a detailed analysis.

Eighty percent of the total respondents thought the associate degree was important to career plans.

Seventy five percent know that they can transfer credit back to this institution toward receiving a degree from GCCC. However, one out of four do not know this.

SUMMARY OF SIGNIFICANT FINDINGS FROM NON-RETURNING STUDENTS OVERALL

A total of 1,371 students enrolled in the fall of 1992, but they did not return in the Fall of 1993. These figures reflect 492 full-time students and 879 part-time students. Students graduating in the Fall of 1992, and the Spring and Summer of 1993, and employees of GCCC were not included in the non-returning student population.

Ninety-three percent were white and seven percent were minority. The majority of respondents, 83 percent, are Garland County residents.

- AGE

  The age range for the highest percentage (28 percent) of all non-returning students is 18-21 years. This group represents 43 percent of those previously enrolled full time and 20 percent of those enrolled part time. The second highest group of non-returners by age is in the 30-39 years category. This figure reflects 26 percent of the part-time enrollment, and 16 percent of the full-time enrollment of non-returning students.

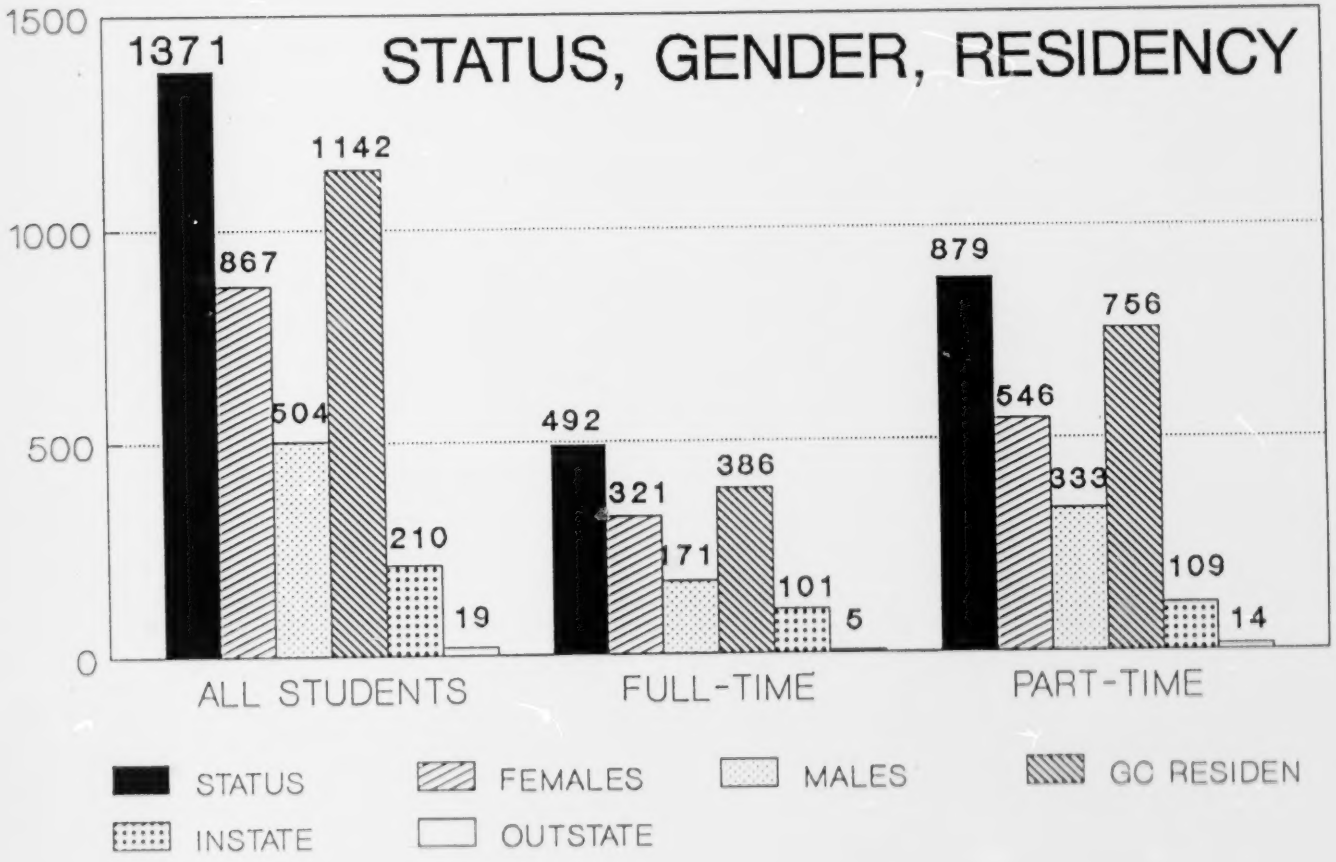
- GPA

  Seventy-three percent, both in full-time and part-time categories, had a GPA above a 2.0. The cumulative GPA for full-time students was 2.2, while the cumulative for part-time students was 2.6.

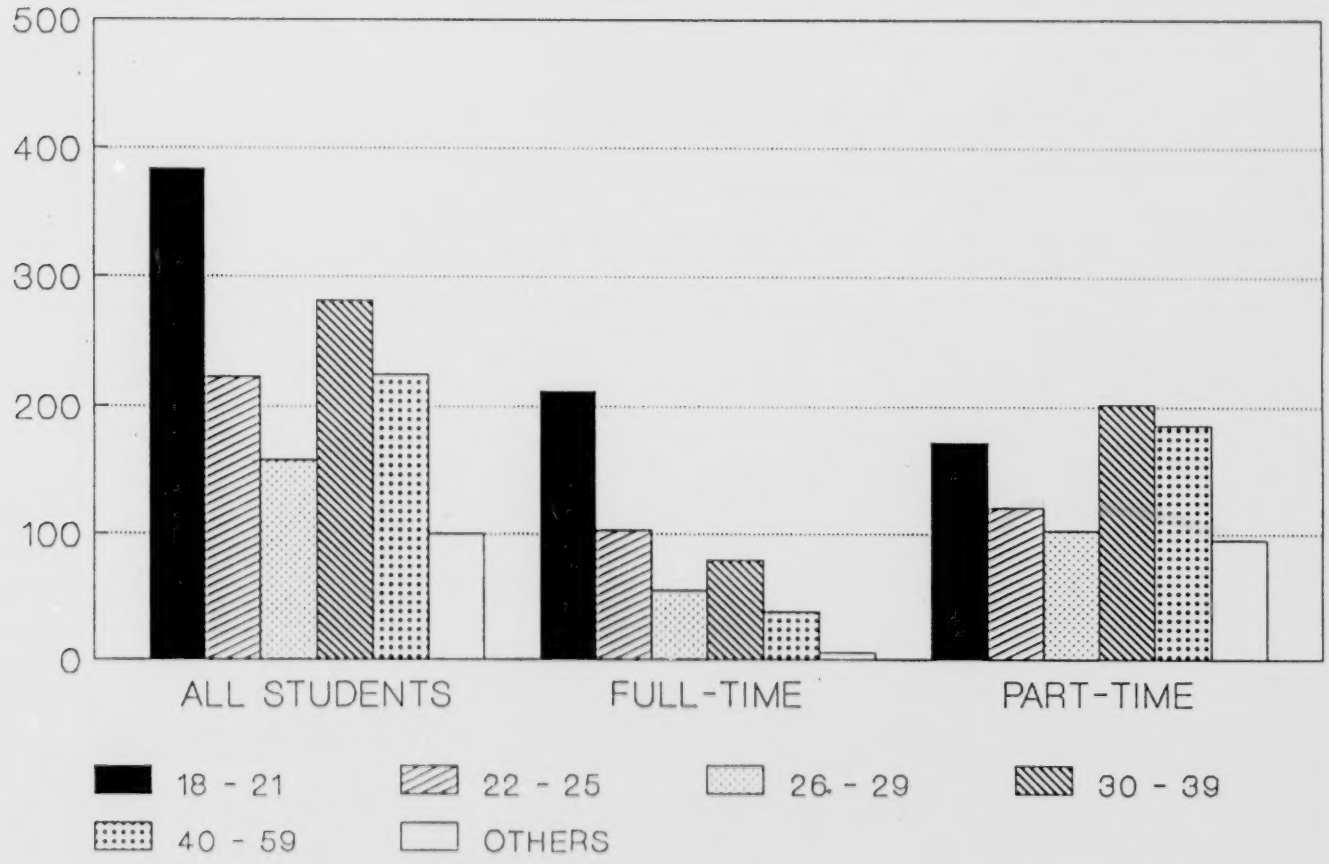
- FINANCIAL ASSISTANCE

  Fifty-four percent of the population received no financial assistance.

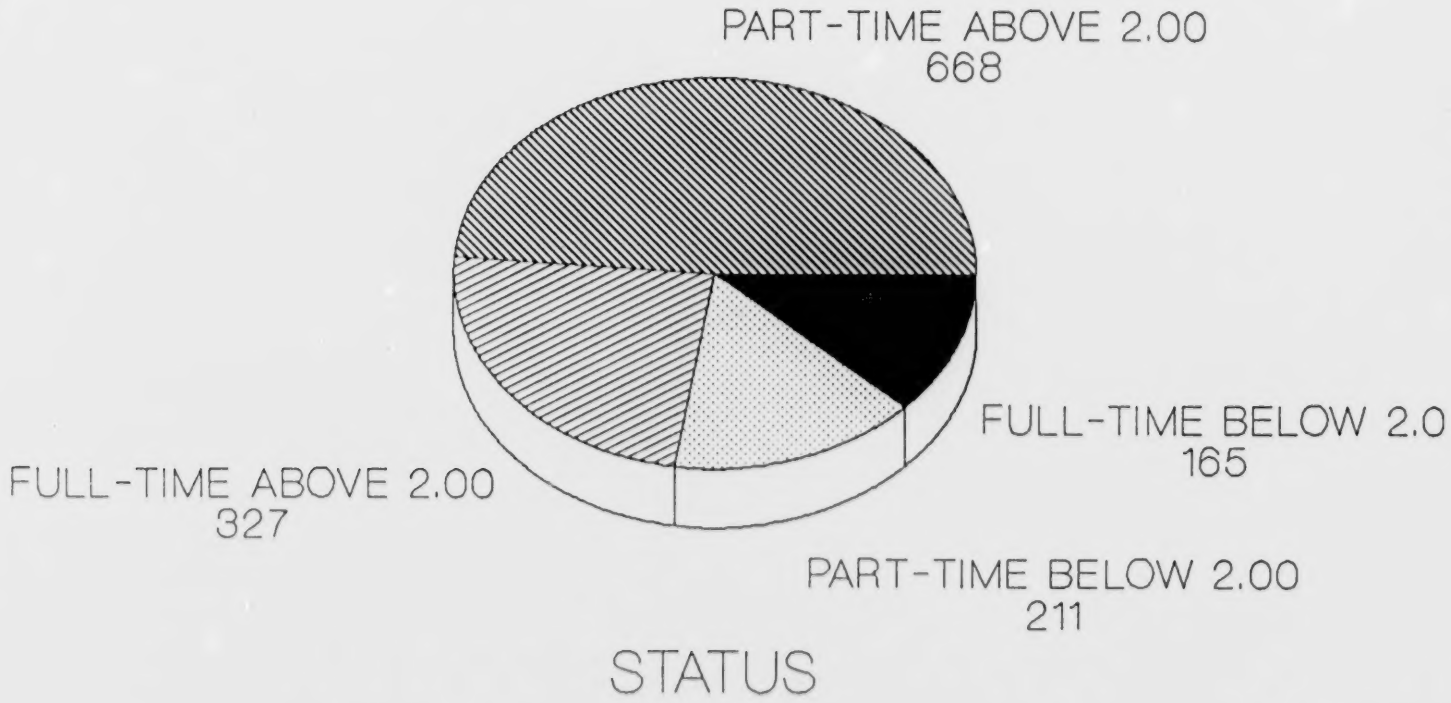
NON RETURNING STUDENTS
STATUS, GENDER, RESIDENCY



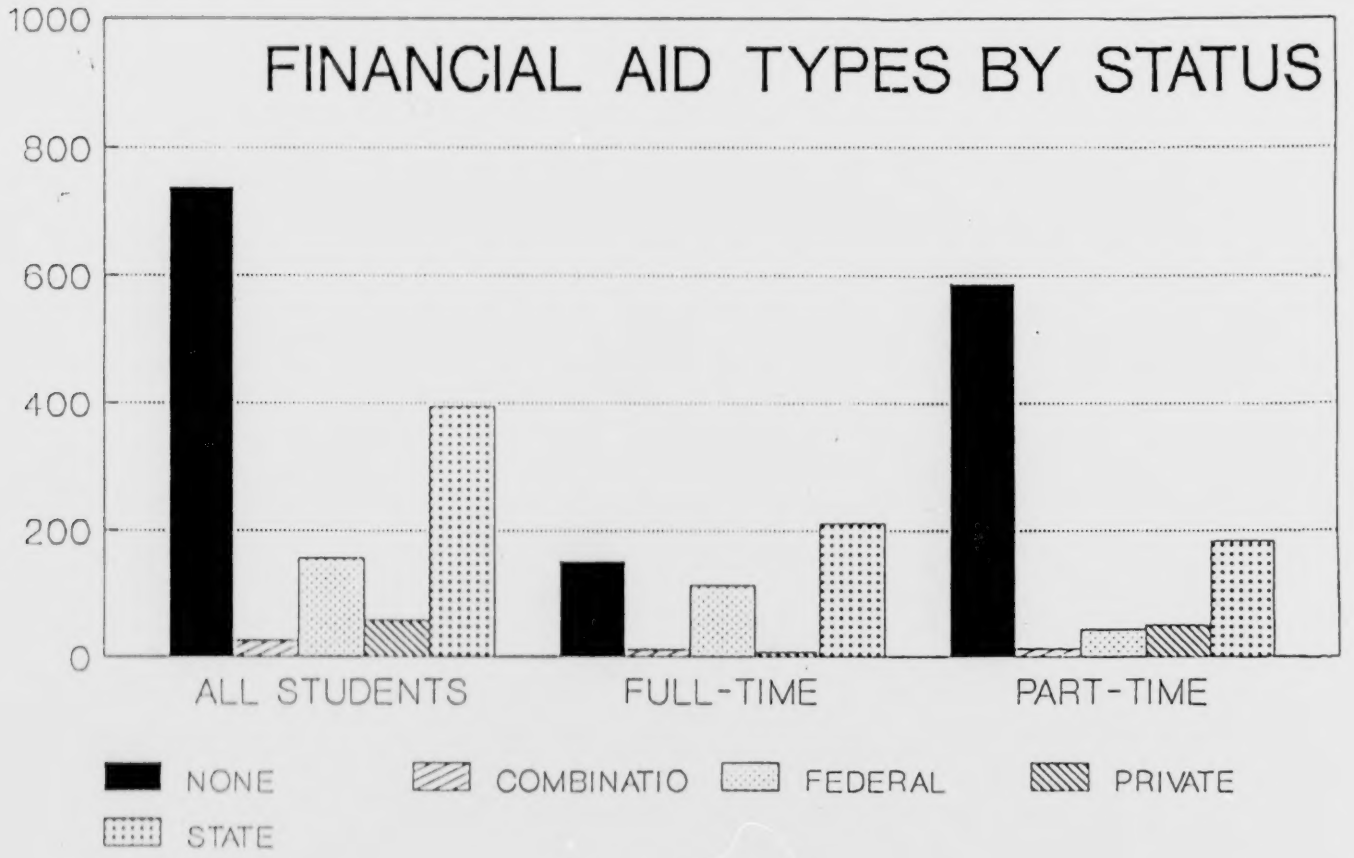
NON RETURNING STUDENTS
AGE GROUPING



NON RETURNING STUDENTS
CUMGPA BY STATUS



NON RETURNING STUDENTS
FINANCIAL AID RECEIPENTS



Analysis of Overall Non-Returning Students:

A total of 1,371 respondents to the non-returning student survey represents (492) 35 percent of all non-returning students were formerly enrolled full-time, while (879) 65 percent of all non-returning students were part-time students. Of all respondents, (867) 63 percent were female and (504) 37 percent were male.

Of the full-time students responding, (321) 65 percent were female and (171) 35 percent were male.

Of the part-time students responding, (546) 62 percent were female, and (333) 38 percent were male.

The age range for the highest percentage (28 percent) of all non-returning students is 18-21 years. This group represents 43 percent of those previously enrolled full time, and 20 percent of those enrolled part time.

The second highest group of non-returners by age is in the 30-39 years category. This figure reflects 23 percent of the part-time enrollment, and 16 percent of the full-time enrollment of non-returning students.

In both full-time and part-time categories, 73 percent had a GPA above a 2.0.

Of the respondents, 93 percent are white and 7 percent are minority. The majority, 83 percent, are Garland County residents, reflecting 78 percent full-time and 86 percent part-time enrollments.

Fifty-four percent receive no financial assistance from the various financial aid programs available. For those that did receive assistance, 9 percent received State Aide while 11 percent received assistance through Federal programs. Six

percent received other forms of financial assistance. More full-time students received financial assistance than part-time students.

Only 27 percent of the non-returning students were enrolled in pre-college level courses of some type. A majority of these former students (73 percent) were not enrolled in pre-college course work. More full-time students (47 percent) were enrolled in pre-college classes than part-time students.

APPENDICES

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APPENDIX A

Outcomes Assessment Activity	Timeline	Population Served	Distribution of Results	Use of Results	Functional Unit Responsible
19. Non-Returning Student Survey (cf. Exhibit H)	•Annually, beginning in Fall of 1993 to Fall 1995. Thereafter biannually	Random sample of former full-time and part-time students	Administration •Division Chairs •College Board	Improvement of Institutional Effectiveness	Administrative Services: Assistant to the President
20. Survey of Employed Graduates (to be developed)	Biannually, beginning Fall 1996	Random sample of graduates from occupational programs	Administration •Division Chairs •College Board	Improvement of Instructional Programs	•Student Services: Career Center
21. Survey of Employers (to be developed)	Biannually, beginning Spring 1997	Random sample of county employers	Administration •Division Chairs •College Board	Improvement of Instructional Programs	•Student Services: Career Center

APPENDIX B

PRODUCTIVITY FUNDING PROGRAM

PRODUCTIVITY/ PERFORMANCE OUTCOME	FISCAL YEAR 1995–96	
	PERCENT	DOLLARS
RETENTION – FIRST YEAR TO SECOND YEAR	39.0%	$3.9 M
OVERALL RETENTION	24.375%	$2,437,500
MINORITY (OCR DEFINITION) RETENTION	4.875%	$487,500
DEVELOPMENTAL EDUCATION RETENTION	4.875%	$487,500
TRANSFER TWO–YEAR TO FOUR–YEAR	4.875%	$487,500
GRADUATION RATES	2.5%	$0.25 M
OVERALL GRADUATES	2.000%	$200,000 (2 yr)
MINORITY GRADUATES	0.500%	$50,000 (2 yr)
QUALITY	29.625%	$2.9625 M
LICENSURE/EXIT EXAMS BY DISCIPLINE	4.875%	$487,500
ACADEMIC PROGRAM EXCELLENCE	4.875%	$487,500
ALUMNI/EMPLOYER SURVEY	4.875%	$487,500
RISING JUNIOR EXAM	15.000%	$1,500,000
EFFICIENCIES	17.25%	$1.725 M
ADMINISTRATIVE COSTS	4.875%	$487,500
PROGRAM PRODUCTIVITY	7.500%	$750,000
TEACHING LOAD	4.875%	$487,500
WORKFORCE DEVELOPMENT	6.75%	$0.675 M
NON–CREDIT BUSINESS & INDUSTRY TRAINING	4.500%	$450,000
CREDIT BUSINESS & INDUSTRY TRAINING	2.250%	$225,000
DIVERSITY	4.875%	$0.4875 M
FACULTY/STAFF DIVERSITY	4.875%	$487,500
TOTAL	100.0%	$10.0 M

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NOTE: Year of implementation for graduation rates will be 1998–99 for 4 yr. and 1995–96 for 2 yr. institutions. The percentages are subject to change when the measure for graduation rates is fully implemented.

APPENDIX C

College Mission

Garland County Community College is a public, open-door institution whose mission is:

- to develop in each student a spirit of continuing inquiry;
- to provide learning opportunities that help develop each student's potential;
- to advance general knowledge through access to a broad spectrum of academic disciplines;
- to provide quality instruction under qualified faculty;
- to provide a safe learning environment conducive to study and socialization;
- to promote the expansion of higher order thinking skills in students, as well as ethical sensitivity and a personal value system;
- to provide educational service to the community through consultation, technical assistance, continuing education, job training, and other activities for continued learning, growth and personal development.

Through this mission, the college strives to make collegiate education accessible to everyone. This commitment requires the wise use of limited resources without duplicating existing programs and services presently available in the community.

The college is committed to offering educational programs and services which help define an educated person. These characteristics include a level of education which allows someone to understand his/her culture in the larger context of the "global village." Additional characteristics include the development of

problem-solving skills; quantification, analysis, synthesis and communication skills.

This vision, exemplified in the college's mission, is to enhance the quality of life for each student and the community.

Program Objectives

Following this vision, program objectives are being developed, assessed, and revised to keep pace with the changing needs of students and the community. Therefore, the college is committed to provide the following essential program objectives:

1. Comprehensive developmental courses and tutorial services to remediate basic skills needed by the students to function more successfully in the college and in the community.

2. Occupational education/training/retraining opportunities which allow students to gain or advance in their employment, to seek a certificate or associate degree, to transfer academic course work to a university capstone program, or to meet personal objectives in gaining new knowledge.

3. Enhancing transfer effectiveness, whether individual courses or associate degrees, to other colleges and universities.

4. General education courses, tailored for each type of associate degree, for the purpose of providing students with the basic foundation of learning.

The college is also committed to providing student support services and administrative support services whereby students can achieve their educational goals and enhance their personal development. These include:

- Student service functions dependent on the state funding formula, such as the recruitment, admissions, academic advisement, testing/placement, registration, financial aid, and other activities that help students meet their college goals.

- Student support service functions dependent on federal or state grants, such as, Job Training Partnership Act, Single Parent/Homemaker, Supplemental Instructional Support program, Disabled Students, Student Support Services program, and the Learning Acceleration Center to enhance the student's potential.

- Administrative support services that serve students, faculty, and staff, such as the library, bookstore, computer network system, administrative offices, maintenance, business office, and physical facilities.

The college is committed to acting as a leader in building connections beyond the campus and fostering partnerships within the community which are inspired by common goals. In addition to making college facilities available to the community, the college accepts the responsibility for providing:

- Activities which promote community, social, economic, and civic well-being.

- Opportunities that expand cultural and artistic experiences.

In all of these endeavors Garland County Community College is committed to maintaining standards of achievement consistent with accredited collegiate institutions, and accessible learning opportunities that are made available at reasonable costs.

APPENDIX D

GARLAND COUNTY COMMUNITY COLLEGE
NON-RETURNING STUDENTS SURVEY

The following information is currently obtainable for a student profile analysis.

1. Social Security # _____

2. Name: _____

3. Age (by group):
   - ____ 3.1 (18-21)
   - ____ 3.2 (22-25)
   - ____ 3.3 (26-29)
   - ____ 3.4 (30-39)
   - ____ 3.5 (40-59)
   - ____ 3.6 (60+)

4. Racial Ethnic Group:
   - ____ 4.1 (White Non-Hispanic)
   - ____ 4.2 (American Indian or Alaskan native)
   - ____ 4.3 (Black Non-Hispanic)
   - ____ 4.4 (Asian or Pacific Islander)
   - ____ 4.5 (Hispanic)
   - ____ 4.6 (Non-Resident Alien)

5. Sex:
   - ____ 5.1 (Male)
   - ____ 5.2 (Female)

6. Tuition fees:
   - ____ 6.1 In-District
   - ____ 6.2 Out-of-District Tuition

7. 1992 Student enrollment status:
   - ____ 7.1 Full-time student - # of hours enrolled _____
   - ____ 7.2 Part-time student - # of hours enrolled _____

8. 1992 Financial Assistance:
   - ____ 8.1 Yes - received financial assistance
     What type?
   - ____ 8.1a Federal
   - ____ 8.1b State
   - ____ 8.1c Private
   - ____ 8.1d Combination
   - ____ 8.2 No - did not receive financial assistance

9. Did student apply for financial assistance for 1993-1994?
   - ____ 9.1 Yes
   - ____ 9.2 No

10. Enrolled in Pre-College level courses:
    ____ 10.1 Yes
    ____ 10.2 No

11. GPA:
    ____ 11.1 (3.5+)
    ____ 11.2 (3.0-3.4)
    ____ 11.3 (2.5-2.9)
    ____ 11.4 (2.0-2.4)
    ____ 11.5 (under 2.0)

12. Had you previously attended Garland County Community College prior to the Fall of 1992?
    ____ 12.1 Yes
    ____ 12.1a Full-time
    ____ 12.1b Part-time
    ____ 12.2 No

13. Are you currently attending another college?
    ____ 13.1 Yes
    ____ 13.2 No

14. Was Garland County Community College your first choice of colleges to attend?
    ____ 14.1 Yes
    ____ 14.2 No

15. For what purpose did you enroll at this college?
    ____ 15.1 Transfer
    ____ 15.2 Degree
    ____ 15.3 Certificate
    ____ 15.4 Skills Enhancement
    ____ 15.5 Employer Required
    ____ 15.6 Remedial
    ____ 15.6A Math
    ____ 15.6B Reading
    ____ 15.6C Writing
    ____ 15.6D Study Skills
    ____ 15.7 Other_____

16. Do you plan to return to college at GCCC in the future?
    ____ 16.1 Yes
    ____ 16.2 No
    ____ 16.3 Undecided

17. Why did you discontinue your college education here?
    - ____ 17.1 Financial
    - ____ 17.2 Job
    - ____ 17.3 Personal
    - ____ 17.4 Other_____

18. At the time of your enrollment in 1992 were you working?
    - ____ 18.1 Yes
    - ____ 18.1a Approximately how many hours per week?_____
    - ____ 18.2 No

19. At the time of enrollment were you married?
    - ____ 19.1 Yes
    - ____ 19.2 No
    - ____ 19.3 # of dependent children_____

20. Did you get family support - emotional, financial, personal encouragement?
    - ____ 20.1 Yes
    - ____ 20.2 No
    - ____ 20.3 What type? _____

21. Were you aware of the following programs?
    - Single Parent Homemaker
    - ____ 21.1 Yes
    - ____ 21.2 No
    - JTPA (Job Training Partnership Act)
    - ____ 21.3 Yes
    - ____ 21.4 No
    - SIS (Supplemental Instructional Support)
    - ____ 21.5 Yes
    - ____ 21.6 No
    - SSS (Student Support Services)
    - ____ 21.7 Yes
    - ____ 21.8 No
    - LAC (Learning Acceleration Center)
    - ____ 21.9 Yes
    - ____ 21.10 No

    Did you receive assistance from any of these programs?
    - ____ 21.11 Yes
    - ____ 21.11a Which one(s)?_____
    - ____ 21.12 No

22. Are you aware that tutoring services are available?

____ 22.1 Yes
____ 22.2 No

Did you receive tutoring?

____ 22.3 Yes
____ 22.4 No

23. What appears to be your greatest obstacle in returning to college that the college might be able to assist you with?

____ 23.1 A more flexible schedule
____ 23.2 Weekend Program class schedule
____ 23.3 Would a broader afternoon class schedule between 2 & 5 with reduced tuition rate influence your decision to return?
____ 23.4 Courses or program required is not available
Example:_____
____ 23.5 Other schedule accommodations
Example:_____
____ 23.6 Financial Assistance
____ 23.7 Teleconference
____ 23.8 Correspondence
____ 23.9 Off-campus site
____ 23.10 (Other:_____)

24. How important is an associate degree to your career plans? (circle one number with "1" being least important and "5" being extremely important)

____ 24.1 (1)
____ 24.2 (2)
____ 24.3 (3)
____ 24.4 (4)
____ 24.5 (5)

25. Are you aware that you can transfer credit back to GCCC from other institutions toward receiving the Associate Degree?

____ 25.1 Yes
____ 25.2 No

APPENDIX E

OCTOBER 20, 1993

1~

DEAR 2~:

Our college records show that you were a student at Garland County Community College last year, but that you did not return to enroll with us this fall. I sincerely hope we met your educational needs, while you were our student, and we would like to know about your experiences on our campus.

During the next three weeks, October 11 - 29, we will be calling former students like you, and asking you to participate in a brief questionnaire. I hope you will take the time to respond to our callers. We want to do everything we can to improve services for our students in the future. Your experiences and opinions will be very valuable to our self-examination.

We will look forward to your response, and I hope if Garland County Community College can be of service to you in the future that you will not hesitate to give us a call or come and see one of our counselors.

Sincerely,

Gerald H. Fisher
President

GF/jr

APPENDIX F

OFFICE OF INSTITUTIONAL SERVICES
02/20/94 14.29.25

NON-RETURNING STUDENT SURVEY

COUNT OF STUDENTS IN SURVEY BY STATUS

STATUS	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	190	100%	---
FULL TIME	88	46%	100%
PART TIME	102	53%	100%
TOTAL	190	100%	

COUNT OF STUDENTS IN SURVEY BY GENDER

STATUS	GENDER	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	FEMALE	125	66%	---
	MALE	65	33%	---
FULL TIME	FEMALE	64	33%	73%
	MALE	24	12%	27%
PART TIME	FEMALE	61	32%	60%
	MALE	41	21%	40%

COUNT OF STUDENTS IN SURVEY BY AGE

STATUS	AGE RANGE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	18-21	57	30%	---
	22-25	26	14%	---
	26-29	19	10%	---
	30-39	32	17%	---
	40-59	37	19%	---
	OTHER	19	10%	---
FULL TIME	18-21	46	24%	54%
	22-25	12	6%	15%
	26-29	7	3%	8%
	30-39	12	6%	15%
	40-59	10	5%	6%
	OTHER	1	0%	1%
PART TIME	18-21	11	5%	11%
	22-25	14	7%	13%
	26-29	12	6%	12%
	30-39	20	11%	20%
	40-59	27	14%	26%
	OTHER	18	10%	18%

COUNT OF STUDENTS IN SURVEY BY RACE

STATUS	RACE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	ALIEN	1	0%	---
	BLACK	5	3%	---
	HISPANC	2	1%	---
	WHITE	182	96%	---
FULL	ALIEN	1	0%	1%
	BLACK	5	2%	5%
	WHITE	82	43%	93%
PART TIME	HISPAN	2	1%	2%
	WHITE	100	52%	98%

COUNT OF STUDENTS IN SURVEY BY RESIDENCY CLASSIFICATION

STATUS	RESIDENCY	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	GC	151	79%	---
	INSTATE	36	19%	---
	OUTSTATE	3	2%	---
FULL TIME	GC	63	33%	72%
	INSTATE	24	12%	27%
	OUTSTATE	1	0%	1%
PART TIME	GC	88	46%	86%
	INSTATE	12	6%	12%
	OUTSTATE	2	1%	2%

COUNT OF STUDENTS IN SURVEY BY FINANCIAL ASSISTANCE

STATUS	FINANCIAL ASSISTANCE TYPE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NONE	97	51%	---
	COMBINATION	5	3%	---
	FEDERAL	30	16%	---
	PRIVATE	4	2%	---
	STATE	54	28%	---
FULL TIME	NONE	26	13%	30%
	COMBINATION	2	1%	2%
	FEDERAL	25	13%	28%
	PRIVATE	2	1%	2%
	STATE	33	17%	38%
PART TIME	NONE	71	37%	70%
	COMBINATION	3	1%	3%
	FEDERAL	5	2%	4%
	PRIVATE	2	1%	3%
	STATE	21	11%	20%

COUNT OF STUDENTS IN SURVEY ENROLLED IN PRE-COLLEGE COURSES

STATUS	ENROLLED IN PRECOLLEGE COURSES	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS	AVERAGE CUMMULATIVE GPA
ALL	NO	129	68%	---	2.767
	YES	61	32%	---	2.203
FULL TIME	NO	49	25%	56%	2.756
	YES	39	20%	44%	2.166
PART TIME	NO	80	42%	78%	2.775
	YES	22	11%	22%	2.275

COUNT OF STUDENTS IN SURVEY ABOVE OR BELOW A 2.000 CUMMULATIVE GRADE POINT AVERAGE

STATUS	ABOVE/BELOW 2.000 CUMGPA	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS	AVERAGE CUMMULATIVE GPA
ALL	BELOW 2.000	48	25%	---	.784
	ABOVE 2.000	142	75%	---	3.197
FULL TIME	BELOW 2.000	22	12%	25%	1.183
	ABOVE 2.000	66	35%	75%	2.932
PART TIME	BELOW 2.000	26	14%	25%	.447
	ABOVE 2.000	76	40%	75%	3.427

COUNT OF STUDENTS IN SURVEY BY AVERAGE CUMMULATIVE GRADE POINT AVERAGE

STATUS	NUMBER OF STUDENTS	AVERAGE CUMMULATIVE GPA
ALL	190	2.578
FULL TIME	88	2.494
PART TIME	102	2.668

COUNT OF STUDENTS IN SURVEY WHO ATTENDED GCCC IN THE PAST

STATUS	PREVIOUSLY ATTENDED GCCC	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	No	79	42%	---
	Yes	111	58%	---
FULL TIME	No	35	18%	40%
	Yes	53	27%	60%
PART TIME	No	44	23%	43%
	Yes	58	30%	57%

COUNT OF STUDENTS IN SURVEY ATTENDING COLLEGE PRESENTLY (FALL 1993)

STATUS	ATTENDING COLLEGE PRESENTLY	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	158	83%	---
	YES	32	17%	---
FULL TIME	NO	71	37%	81%
	YES	17	8%	19%
PART TIME	NO	87	45%	85%
	YES	15	7%	15%

COUNT OF STUDENTS IN SURVEY BY CHOICE OF COLLEGE

STATUS	FIRST CHOICE GCCC	ENROLLED IN PRE-COLLEGE COURSES	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	NO	27	14%	---
		YES	8	4%	---
	YES	NO	102	54%	---
		YES	53	28%	---
FULL TIME	NO	NO	10	5%	11%
		YES	6	3%	7%
	YES	NO	39	20%	44%
		YES	33	17%	38%
PART TIME	NO	NO	17	8%	17%
		YES	2	1%	2%
	YES	NO	63	33%	62%
		YES	20	10%	19%

COUNT OF STUDENTS IN SURVEY BY REASON OF ENROLLMENT AT GCCC

STATUS	REASON ENROLLED	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	CERTIFICATE	5	3%	---
	DEGREE	68	36%	---
	EMPLOYER REQ	6	3%	---
	OTHER	8	4%	---
	SKILLS ENHANCE	42	22%	---
	TRANSFER	61	32%	---
FULL TIME	CERTIFICATE	1	0%	1%
	DEGREE	43	22%	49%
	EMPLOYER REQ	0	0%	0%
	OTHER	3	1%	3%
	SKILLS ENHANCE	5	2%	6%
	TRANSFER	36	19%	41%
PART TIME	CERTIFICATE	4	2%	4%
	DEGREE	25	13%	24%
	EMPLOYER REQ	6	3%	6%
	OTHER	5	3%	6%
	SKILLS ENHANCE	37	19%	36%
	TRANSFER	25	13%	24%

COUNT OF STUDENTS IN SURVEY BY FUTURE ENROLLMENT AT GCCC

STATUS	ENROLL AT GCCC IN FUTURE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	32	17%	---
	UNDECIDED	51	27%	---
	YES	107	56%	---
FULL TIME	NO	19	10%	21%
	UNDECIDED	18	9%	20%
	YES	51	26%	58%
PART TIME	NO	13	6%	13%
	UNDECIDED	33	17%	32%
	YES	56	29%	55%

COUNT OF STUDENT 'RESPONSES' IN SURVEY BY FAMILY SUPPORT AND TYPE

STATUS	FAMILY SUPPORT FLAG	NUMBER OF RESPONSES	OVERALL PERCENT OF RESPONSES	PERCENT OF RESPONSES BY STATUS
ALL	Financial	31	17%	---
	Job-Related	32	17%	---
	Personal Reasons	27	15%	---
	Other	89	49%	---
	TOTAL RESPONSES	179		
FULL TIME	Financial	25	14%	25%
	Job-Related	16	9%	16%
	Personal Reasons	22	12%	22%
	Other	37	21%	37%
	TOTAL RESPONSES	100		
PART TIME	Financial	6	3%	7%
	Job-Related	16	9%	20%
	Personal Reasons	5	3%	7%
	Other	52	29%	66%
	TOTAL RESPONSES	79		

NOTE: A LISTING OF THE RESPONSES TO THE QUESTION FOR NOT RETURNING TO GCCC BY STUDENTS PARTICIPATING IN THE SURVEY HAS BEEN INCLUDED. A REVIEW OF THE RESPONSES IN RECOMMENDED.

LISTING OF RESPONSES FROM STUDENTS IN SURVEY BY REASON FOR NOT RE-ENROLLING AT GCCC

STATUS	GCCCLEFT	SSN COUNT
FULL TIME	o	9
	o break	1
	o burnout	1
	o courses needed were full	1
	o courses unavailable	1
	o demands of business	1
	o f p	1
	o f-p	1
	o family member real bad sick	1
	o felt minorities gettin special assist	1
	o fj	1
	o grades trying to get in nursin	1
	o health	1
	o instructor	1
	o lost scholarship	1
	o medical	1
	o newly married didn't have enough ti	1
	o ready to advance to upper level	1
	o ready to continue to 4 year col	1
	o ready to transfer	1
	o take a break!	1
	o taking break	1
	o to continue education	1
	o to continue towards bachelors d	1
	o to go to a four year college	1
	o too far to drive	1
	o transfer to closer college	1
	p	15
	p pregnant	1
	pj	1
	f	16
	f j p	1
	f lost scholarship	1

	f o	1
	fj	1
	fo	1
	fp	1
	j	10
	j p	1
	jp	1
*TOTAL F		86

STATUS	GCCCLEFT	SSN COUNT
PART TIME	f	3
	fj	1
	fj p	1
	fp	1
	j	12
	jo need babysitter	1
	jp	1
	o	11
	o to continue 4 year colleg	1
	o class schedule conflicts	1
	o conflict in time	1
	o couldn't get the class she need	1
	o course finished	1
	o courses not offered he needed	1
	o courses signed up for were drop	1
	o daughter was in nursing program	1
	o daycare	1
	o didn't pass 2nd semester	1
	o displeased with the course	1
	o faculty not enough field speci	1
	o finish course	1
	o finished basics for associates	1
	o finished course	2
	o finished only has to take some	1
	o finished the course	2

o fulfilled requirement	1
o fulfilled your credits here	1
o go on to four institution	1
o got off track chickened out	1
o got what she needed	1
o grad at hsu	1
o had a baby	1
o illness	1
o kid sitter time	1
o lack of time	1
o no classes offered which interest me	1
o no supervision	1
o no time	1
o play professional baseball	1
o pressures of child's school	1
o ready to continue to 4 year col	1
o stress	1
o time	2
o tuition increase	1
o waiting for course	1
p	23
p need babysitter	1
to get her degree	1
*TOTAL P	96
TOTAL	182

COUNT OF STUDENTS IN SURVEY WHO WORK

STATUS	WORK FLAG	FULL OR PART TIME	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	NO JOB	43	23%	---
	YES	EMPLOYED	147	77%	---
		FULL-TIME	78	41%	---
		PART-TIME	69	36%	---
FULL TIME	NO	NO JOB	25	13%	28%
	YES	EMPLOYED	63	33%	72%
		FULL-TIME	20	10%	23%
		PART-TIME	43	22%	49%
PART TIME	NO	NO JOB	18	9%	18%
	YES	EMPLOYED	84	33%	82%
		FULL-TIME	58	30%	57%
		PART-TIME	26	13%	25%

COUNT OF STUDENTS IN SURVEY BY MARRIAGE FLAG

STATUS	MARRIED FLAG	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	96	50%	---
	YES	94	49%	---
FULL TIME	NO	59	31%	67%
	YES	29	14%	33%
PART TIME	NO	37	19%	36%
	YES	65	32%	64%

COUNT OF STUDENTS IN SURVEY BY FAMILY SUPPORT AND TYPE

STATUS	FAMILY SUPPORT FLAG	FAMILY SUPPORT TYPE	NUMBER OF RESPONSES	OVERALL PERCENT OF RESPONSES	PERCENT OF RESPONSES BY STATUS
ALL	NONE	---	45	13%	---
	YES	---	299	86%	---
			TOTAL 344 RESPONSES		
		Emotional	123	36%	41%
		Financial	61	18%	20%
		Personal	106	30%	35%
		Other Support	9	2%	3%
FULL TIME	NONE	---	18	5%	10%
	YES	---	160	46%	90%
			TOTAL 178 RESPONSES		
		Emotional	62	18%	39%
		Financial	38	11%	24%
		Personal	54	14%	34%
		Other Support	6	1%	3%
PART TIME	NONE	---	27	13%	---
	YES	---	139	86%	---
			TOTAL 166 RESPONSES		
		Emotional	61	18%	44%
		Financial	23	7%	17%
		Personal	52	15%	37%
		Other Support	3	1%	2%

COUNT OF STUDENTS IN SURVEY BY SPHP SUPPORT SERVICES

STATUS	AWARE OF SPHP PROGRAM	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	103	54%	---
	YES	87	46%	---
FULL TIME	NO	31	16%	35%
	YES	57	30%	65%
PART TIME	NO	72	37%	71%
	YES	30	15%	29%

COUNT OF STUDENTS IN SURVEY BY JTPA SUPPORT SERVICES

STATUS	AWARE OF JTPA PROGRAM	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	96	50%	---
	YES	94	50%	---
FULL TIME	NO	29	15%	33%
	YES	59	31%	67%
PART TIME	NO	67	35%	66%
	YES	35	18%	34%

COUNT OF STUDENTS IN SURVEY BY SIS SUPPORT SERVICES

STATUS	AWARE OF SIS PROGRAM	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	124	65%	---
	YES	66	35%	---
FULL TIME	NO	47	24%	53%
	YES	41	21%	47%
PART TIME	NO	77	40%	76%
	YES	25	13%	24%

COUNT OF STUDENTS IN SURVEY BY LAC SUPPORT SERVICES

STATUS	AWARE OF LAC PROGRAM	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	85	54%	---
	YES	105	46%	---
FULL TIME	NO	17	8%	19%
	YES	71	37%	81%
PART TIME	NO	68	35%	67%
	YES	34	17%	33%

COUNT OF STUDENTS IN SURVEY BY SSS SUPPORT SERVICES

STATUS	AWARE OF SSS PROGRAM	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO	72	38%	---
	YES	118	62%	---
FULL TIME	NO	18	9%	20%
	YES	70	36%	80%
PART TIME	NO	54	28%	53%
	YES	48	25%	47%

COUNT OF STUDENTS 'RESPONSES' IN SURVEY TO COLLEGE OBSTACLES

STATUS	COLLEGE OBSTACLES	NUMBER OF RESPONSES	OVERALL PERCENT OF RESPONSES	PERCENT OF RESPONSES BY STATUS
ALL	1-Flexible Schedule	26	10%	---
	2-Weekend Program Class Schedule	25	10%	---
	3-Broader Afternoon Class Schedule	16	6%	---
	4-Courses/Programs Not Available	20	8%	---
	5-Other Schedule Accommodations	14	6%	---
	6-Financial Assistance	37	15%	---
	7-Telecourses/Teleconferences	12	5%	---
	8-Correspondence	20	8%	---
	9-Off Campus Sites	21	8%	---
	10-Other	60	24%	---
	TOTAL RESPONSES	251	100%	
FULL TIME	1-Flexible Schedule	14	6%	13%
	2-Weekend Program Class Schedule	10	4%	10%
	3-Broader Afternoon Class Schedule	9	4%	9%
	4-Courses/Programs Not Available	7	3%	7%
	5-Other Schedule Accommodations	5	2%	5%
	6-Financial Assistance	26	10%	25%
	7-Telecourses/Teleconferences	4	2%	4%
	8-Correspondence	6	3%	6%
	9-Off Campus Sites	8	3%	7%
	10-Other	15	6%	14%
	TOTAL RESPONSES	104	46%	100%

PART TIME	1-Flexible Schedule	12	4%	8%
	2-Weekend Program Class Schedule	15	6%	10%
	3-Broader Afternoon Class Schedule	7	3%	5%
	4-Courses/Programs Not Available	13	5%	9%
	5-Other Schedule Accommodations	9	4%	8%
	6-Financial Assistance	11	4%	8%
	7-Telecourses/Teleconferences	8	3%	5%
	8-Correspondence	14	6%	10%
	9-Off Campus Sites	13	5%	9%
	10-Other	45	18%	31%
	TOTAL RESPONSES	147	54%	100%

LIST OF STUDENT RESPONSES IN SURVEY TO COLLEGE OBSTACLES

STATUS	COLLEGE OBSTACLES	NUMBER OF RESPONSES
FULL TIME	1	7
	10	14
	10 1-2-3-6-9	1
	10 1-2-4	1
	10 1-3-4-7-8-9	1
	10 1-4	2
	10 1-6	1
	10 1-6-8-9	1
	10 2-3-6	1
	10 2-3-6-7-8-9	1
	10 2-3-8-9	1
	10 3-4-8	1
	10 4-5	1
	10 7-8	1
	10 7-9 more counseling services	1
	10 child care needed	1
	10 get rid of ex-husband on campus and she'll come back	1
	10 improve grade point average	1
	10 making up his mind to come back	1
	10 married now couldn't	1
	10 money	1
	10 moved	1
	10 need off-campus site from 4 year college to conti	1
	10 no child care	1
	10 no obstacles-just going on to finish educatio	1
	10 none	2
	10 pregnant	1
	10 when health improves will come back	1
	2	4
	2 lpn's going into nursing need a handbk	1
	3	3
	4	3
	5	3
	5 arrange around work	1

	6	22
	9	2
*TOTAL STATUS F		88

STATUS	COLLEGE OBSTACLES	NUMBER OF STUDENTS
PART TIME	1	3
	10	14
	10 if she could work she would be here	1
	10 1-2-3	1
	10 1-2-3-7-8	1
	10 1-2-4-7-8-9	1
	10 1-2-8	1
	10 1-5	1
	10 1-6 baby care	1
	10 1-6-8	1
	10 1-7-8	1
	10 1-8	1
	10 2-3	1
	10 2-3-4 need four year degrees	1
	10 2-3-5	1
	10 2-4	1
	10 2-4 management courses	1
	10 2-6-8-9	1
	10 2-7-8	1
	10 2-7-9	1
	10 2-8	1
	10 3-4-7-8	1
	10 3-4-7-9	1
	10 4 daycare more night courses	1
	10 4-5	1
	10 4-5 more night classes (different)	1
	10 6 wants to get son in school first then return	1
	10 6-7-8-9	1
	10 6-9	1
	10 9 ability to take software home	1
	10 childcare	1
	10 elementary courses not offered in the evening	1
	10 evening classes	2

	10 finding time in schedule	1
	10 four year degree	1
	10 grad from regency	1
	10 graduating from obu	1
	10 had back surgery	1
	10 has gone to 4 year colleg	1
	10 illness in family	1
	10 job	1
	10 more instruction in the computer classes	1
	10 more night classes day care center	1

STATUS	COLLEGE OBSTACLES	NUMBER OF STUDENTS
P	10 more night time classes needed	1
	10 need more night classes	1
	10 need to offer 4 year coll degrees	1
	10 needs electronics courses for an associate degree	1
	10 new baby need day care	1
	10 none	3
	10 off-campus site from a 4 year college	1
	10 only interested in one class	1
	10 summer courses	1
	10 time	3
	10 was only attending for one course	1
	10 wkend class schedule wasnt handled properly	1
	10 working fulltime at this time	1
	2	2
	4	4
	5	5
	6	5
	8	3
	9	3
	X	4
*TOTAL STATUS P		102
TOTAL		190

COUNT OF STUDENTS IN SURVEY BY IMPORTANCE OF ASSOCIATE DEGREE

STATUS	IMPORTANCE OF ASSOCIATE DEGREE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	Minimum-0	1	0%	---
	1	29	15%	---
	2	8	5%	---
	3	38	20%	---
	4	38	20%	---
	Maximum-5	76	40%	---
FULL TIME	Minimum-0	1	0%	1%
	1	9	4%	10%
	2	3	1%	3%
	3	18	9%	20%
	4	16	8%	19%
	Maximum-5	41	21%	47%
PART TIME	Minimum-0	0	0%	0%
	1	20	10%	20%
	2	5	2%	5%
	3	20	10%	20%
	4	22	11%	21%
	Maximum-5	35	18%	34%

COUNT OF STUDENTS IN SURVEY BY KNOWLEDGE OF TRANSFERABILITY OF COURSES

STATUS	IMPORTANCE OF ASSOCIATE DEGREE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO KNOWLEDGE	48	25%	---
	YES	142	75%	---
FULL TIME	NO KNOWLEDGE	24	12%	27%
	YES	64	33%	73%
PART TIME	NO KNOWLEDGE	24	12%	24%
	YES	78	41%	76%

COUNT OF STUDENTS IN SURVEY BY KNOWLEDGE OF TUTORIAL SERVICES

STATUS	KNEW OF TUTORIAL SERVICES	NUMBER OF STUDENTS	NUMBER RECEIVED TUTORING SERVICES	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NO KNOWLEDGE	47	---	25%	---
	YES	143	---	75%	---
			29	15%	---
FULL TIME	NO KNOWLEDGE	7	---	4%	8%
	YES	81	---	96%	92%
			22	12%	22%
PART TIME	NO KNOWLEDGE	40	---	21%	39%
	YES	62	---	33%	61%
			7	4%	7%

APPENDIX G

OFFICE OF INSTITUTIONAL SERVICES
02/20/94 14.29.25

NON-RETURNING STUDENT SURVEY

COUNT OF NON-RETURNING STUDENTS BY STATUS

STATUS	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	1371	100%	---
FULL TIME	492	35%	100%
PART TIME	879	65%	100%
TOTAL	1371	100%	

COUNT OF NON-RETURNING STUDENTS BY GENDER

STATUS	GENDER	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	FEMALE	867	63%	---
	MALE	504	37%	---
FULL TIME	FEMALE	321	23%	65%
	MALE	171	12%	35%
PART TIME	FEMALE	546	39%	62%
	MALE	333	24%	38%

COUNT OF NON-RETURNING STUDENTS BY AGE

STATUS	AGE RANGE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	18-21	384	28%	---
	22-25	223	16%	---
	26-29	158	12%	---
	30-39	281	20%	---
	40-59	224	16%	---
	OTHER	100	7%	---
FULL TIME	18-21	212	15%	43%
	22-25	103	7%	21%
	26-29	55	4%	11%
	30-39	79	5%	16%
	40-59	38	2%	8%
	OTHER	5	0%	1%
PART TIME	18-21	172	12%	20%
	22-25	121	8%	14%
	26-29	103	7%	12%
	30-39	202	14%	23%
	40-59	186	13%	21%
	OTHER	95	6%	10%

COUNT OF NON-RETURNING STUDENTS BY RACE

STATUS	RACE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	ALIEN	1	0.0%	---
	AmIndian	8	0.6%	---
	ASIAN	9	0.6%	---
	BLACK	59	4.3%	---
	HISPANC	17	1.2%	---
	WHITE	1277	93.1%	---
FULL	ALIEN	1	0.0%	0.2%
	AmIndian	4	0.4%	0.8%
	ASIAN	1	0.0%	0.0%
	BLACK	31	2.3%	6.3%
	HISPANC	3	0.2%	0.6%
	WHITE	452	32.2%	91.8%
PART	ALIEN	0	0.0%	0.0%
	AmIndian	4	0.2%	0.5%
	ASIAN	8	0.6%	0.9%
	BLACK	28	2.2%	3.2%
	HISPAN	14	1.0%	1.5%
	WHITE	825	60.3%	93.9%

COUNT OF NON-RETURNING STUDENTS BY RESIDENCY CLASSIFICATION

STATUS	RESIDENCY	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	GC	1142	83%	---
	INSTATE	210	15%	---
	OUTSTATE	19	2%	---
FULL TIME	GC	386	28%	78%
	INSTATE	101	7%	21%
	OUTSTATE	5	0%	1%
PART TIME	GC	756	55%	86%
	INSTATE	109	7%	12%
	OUTSTATE	14	1%	2%

COUNT OF NON-RETURNING STUDENTS BY FINANCIAL ASSISTANCE

STATUS	FINANCIAL ASSISTANCE TYPE	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS
ALL	NONE	739	54%	---
	COMBINATION	24	2%	---
	FEDERAL	157	11%	---
	PRIVATE	57	4%	---
	STATE	394	29%	---
FULL TIME	NONE	151	11%	31%
	COMBINATION	11	0%	2%
	FEDERAL	114	8%	23%
	PRIVATE	6	0%	1%
	STATE	210	15%	43%
PART TIME	NONE	588	42%	67%
	COMBINATION	13	0%	1%
	FEDERAL	43	3%	5%
	PRIVATE	51	3%	6%
	STATE	184	13%	21%

COUNT OF NON-RETURNING STUDENTS ENROLLED IN PRE-COLLEGE COURSES

STATUS	ENROLLED IN PRECOLLEGE COURSES	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS	AVERAGE CUMMULATIVE GPA
ALL	NO	1004	73%	---	2.623
	YES	367	27%	---	2.042
FULL TIME	NO	263	19%	53%	2.598
	YES	229	16%	47%	1.910
PART TIME	NO	741	54%	84%	2.665
	YES	138	10%	16%	2.122

COUNT OF NON-RETURNING STUDENTS ABOVE OR BELOW A 2.000 CUMMULATIVE GRADE POINT AVERAGE

STATUS	ABOVE/BELOW 2.000 CUMGPA	NUMBER OF STUDENTS	OVERALL PERCENT OF STUDENTS	PERCENT OF STUDENTS BY STATUS	AVERAGE CUMMULATIVE GPA
ALL	BELOW 2.000	376	27%	---	.726
	ABOVE 2.000	995	73%	---	3.186
FULL TIME	BELOW 2.000	165	12%	34%	.962
	ABOVE 2.000	327	24%	66%	2.942
PART TIME	BELOW 2.000	211	15%	24%	.581
	ABOVE 2.000	668	49%	76%	3.211

COUNT OF NON-RETURNING STUDENTS BY AVERAGE CUMMULATIVE GRADE POINT AVERAGE

STATUS	NUMBER OF STUDENTS	AVERAGE CUMMULATIVE GPA
ALL	1371	2.527
FULL TIME	492	2.278
PART TIME	879	2.580